

CHAPTER I

INTRODUCTION

In this chapter, the description about Introduction of the research is explained. The Introduction consists of Background of the Research, Statement of the Problem, Objective of the Research, Significance of the Research, Scope of the Research and Definition of the Terms.

1.1 Background of the Research

English is a foreign language studied by the students of Elementary School up to University. The students study English not only in oral but also in written. It is used to help them communicating with others in this world.

English Education Department is one of university major in which English is used often and compulsory for the students. The activities of communicating and delivering information among others both oral and written are important to use English effectively. Four skills of learning language, especially English, are important to be mastered by the English Education Department students. The skills include listening, speaking, reading, and writing.

Listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. And Listening comprehension is an activity to contribute knowledge actively from both linguistic and non linguistic sources. While speaking is one of the most used skills by the students of this department. It leads them to focus on learning speaking intensively instead of the other three skills. Presentations and discussion like as seminar, speeches, and debates are in the teaching and learning process of speaking. They also must develop a theme to be a good topic in debate.

Reading ability is essential for the students to get information or knowledge to support their achievement when they read some literatures such as journal, articles, magazines, books, etc. As we know that there are many kinds of media of information which are written in English, so it is very useful for them. For that matter, the students should be able to read the text efficiently in order to avoid wasting time in reading to get some information. Being able to read well in English seems to be a must for them.

In writing ability, the students have to be able to write articles which have communicative purposes in well-punctuated and acceptable English paragraphs. they need to comprehend the theme or topic of the article and they also need more information to be delivered to the readers as a new knowledge.

From a short interview with the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012, some of the students are still confused in getting fresh idea and interesting concept to improve their achievement in English (*Listening, Speaking, Reading, and Writing*). To convey the idea, concept, or mind through oral and written skills, they have to be fully concentrated to produce all of the knowledge that they have in their mind. Developing knowledge is essential as the solution of the problem. The activity of reading is one of the most effective ways to develop the need of concepts and knowledge. When the students read more English texts, it will help them more to get more knowledge well. By reading the text, they will get more new information and they also can imitate the style of the text. They may also find the unfamiliar words to increase more vocabularies. Reading is an activity of the students in reading various kinds of text, novel, short story, article, fable, etc.

Based on the descriptions above, comparing the English achievement of the students who have high and low reading activity will be chosen to be the idea in conducting this research. And the research is entitled “The English Achievement of the Fourth Semester

Students of English Education Department in the Academic Year 2011/2012 with Different Activities of Reading”.

1.2 Statement of the Problem

The problems of this research are:

1. Is there a significant difference between the Listening achievements of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with high and low reading activities?
2. Is there a significant difference between the Speaking achievements of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with high and low reading activities?
3. Is there a significant difference between the Reading achievements of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with high and low reading activities?
4. Is there a significant difference between the writing achievements of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with high and low reading activities?

1.3 Objective of the Research

On the strength of the title that the researcher has decided, the objective of this research is to find out whether or not:

1. There is a significant difference between the Listening achievements of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with high and low reading activities.

2. There is a significant difference between the Speaking achievements of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with high and low reading activities.
3. There is a significant difference between the Reading achievements of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with high and low reading activities.
4. There is a significant difference between the writing achievements of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with high and low reading activities.

1.4 Significance of the Research

This research about the English achievement of the fourth semester of the English Education Department of Muria Kudus University in the academic year 2011/2012 students who have high and low reading activity is hopefully going to be useful for the lecturer, students, researcher and the reader. It could be the information and a fresh knowledge about the English achievement of the fourth semester students with different reading activities.